

DOCUMENT RESUME

ED 181 611

EC 113 976

AUTHOR Hobbs, Nancy D.
TITLE A Handbook for Parents of Handicapped Children.
Second Edition.
PUB DATE Jul 79
NOTE 67p.; Based on the Education for All Handicapped
Children Act of 1975, P.L. 94-142, and California
Master Plan for Special Education (AB 1250): First
Edition is out of print
AVAILABLE FROM Nancy D. Hobbs, 15604 Kavin Lane, Monte Sereno, CA
95030 (\$5.50)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Civil Liberties: *Due Process: *Educational
Responsibility: *Equal Education: *Federal
Legislation: *Handicapped Children: Hearings;
*Individualized Programs: *Mainstreaming: *Parent
Role: Referral: *State Legislation: Student
Placement: *Student Rights
IDENTIFIERS *California: *California Master Plan for Special
Education: *Education for All Handicapped Children
Act

ABSTRACT

The handbook details the rights of parents and children according to the Education for All Handicapped Children Act (Public Law 94-142) and the California Master Plan for Special Education of 1977 (AB 1250). Under the heading "Rights and Responsibilities" are discussed such aspects as basic regulations according to P.L. 94-142, individuals with exceptional needs, the community advisory committee, parents' rights, children's rights, due process protection, the school appraisal team, school records, the concept of least restrictive environment, the educational assessment service, and private placement. Referral and due process procedures covered include fair hearing procedures, individual education programs (IEPs), step by step procedures for parents, and placement. A separate section is devoted to special help for parents and covers such topics as preparing for the IEP meeting, giving consent to the final IEP, following the child's program, and special pointers and answers to common questions. Lists of references provided include statewide services in California: assessment, prescriptive, and related services: parent organizations: a bibliography: and a glossary of terms. (DLS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

A HANDBOOK FOR PARENTS OF HANDICAPPED CHILDREN

Based on
The Education for All Handicapped Children Act of 1975
and
California Master Plan for Special Education (AB 1250)

2nd Edition

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Nancy D. Hobbs

Nancy D. Hobbs

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

by
Nancy D. Hobbs, M.A.

ED181611

EC 113976

Copyright © 1979 by Nancy D. Hobbs

ALL RIGHTS RESERVED. PRINTED IN THE UNITED STATES OF AMERICA. NO PART OF THIS BOOK MAY BE USED OR REPRODUCED IN ANY MANNER WITHOUT WRITTEN PERMISSION, EXCEPT FOR BRIEF QUOTATIONS EMBODIED IN CRITICAL REVIEWS.

Nancy D. Hobbs
15504 Kevin Lane
Monte Sereno, CA 95030

A HANDBOOK FOR PARENTS OF HANDICAPPED CHILDREN

Based on
The Education for All Handicapped Children Act of 1975
PL 94-142
and
California Master Plan for Special Education (AB 1250)

Second Edition

by
Nancy D. Hobbs, M.A.

TABLE OF CONTENTS

	Page
FORWARD	1
INTRODUCTION	2
RIGHTS AND RESPONSIBILITIES	
Basic Regulations (according to PL 94-142)	3
Individuals With Exceptional Needs	4
Advisory Committees	5
Parents' Rights	6
Children's Rights	8
Due Process Protections	9
School Appraisal Team (SAT)	10
School Records	12
Least Restrictive Environment	15
Educational Assessment Service (EAS)	16
Private Placement	18
REFERRAL AND DUE PROCESS PROCEDURES	20
Referral and Placement Flow Chart	21
Step by Step Procedures for Parents	22
Individualized Education Program (IEP)	25
Fair Hearing Procedures	29
SPECIAL HELP FOR PARENTS	
Questions Asked by Parents	31
Preparing for Your IEP Meeting	35
Before Giving Your Consent to the Final IEP	37
Following Your Child's Program	38
Pointers for Parents	40
REFERENCES FOR PARENTS	
National Services	42
Statewide Services	44
Assessment, Prescriptive and Related Services	48
Parent Organizations	50
Bibliographies for Parents	56
Glossary of Terms	60

FOREWARD

This handbook is for parents and teachers of handicapped children and provides a concise coverage of their rights and responsibilities according to The Education for All Handicapped Children Act (PL 94-142), August, 1977 regulations, and the California Master Plan for Special Education (AB 1250). Both laws call for full service for each handicapped child, including specialists, private agencies, governmental social services, and parent education. Therefore, this handbook also includes additional information needed to inform the parent, specialist and agency of available resources.

The purpose of this handbook is to give parents and teachers a written rights guide which puts all the steps they must take to obtain special education services for their child into clear, simple, nontechnical language. The law opens the door to greater participation by parents. Search and serve demands much of the classroom teacher as well as specialists.

This handbook refers to both PL 94-142 and California's AB 1250 mainly with a few references from other federal and state laws. The state laws are not to limit the book to state use, but to show one state's implementation of the federal law. The federal law details state regulations and leaves the internal structure within the state to its school system. The state implementation must comply with basic requirements of the federal regulations. In all cases the federal law supersedes all state law.

Need for the special help for parents section was from the author's own experience with parent groups as a learning disability teacher. In a survey conducted by the author, parents showed a preference for structured informational and education programs. The information in this handbook proved very useful in establishing a resource specialist program. Parent programs were taped to record the questions asked by parents.

The first edition of this handbook has been used nationwide for workshops, by individuals and by institutions. The following will indicate the variety: agencies and associations for the retarded, crippled, blind, severely handicapped, health centers, special schools and treatment centers; state education agencies, regional service centers, special education departments, departments of public, health, social, and rehabilitation services, neurological institutions, and directors of parent training programs; special education departments of county school districts; many school districts' special education departments and local schools; libraries in towns, cities, universities, and hospitals; and universities' training hospitals, special hospitals, special education departments resource centers, graduate students, and bookstores.

The author sincerely hopes that this handbook will help parents and professionals develop the best program with appropriate placement for each child in need of special education.

Nancy D. Hobbs, M.A.

July, 1979

INTRODUCTION

The Education for All Handicapped Children Act of 1975 (PL 94-142) is based on the right of all children, with no exceptions, to an education. The detailed blueprint of the law was written to correct old and widespread injustices. Its primary goal is to give every child, including the most severely handicapped, the learning opportunities needed to become as self-sufficient and productive as possible. This new legislation goes further than any other law in our history to try to reach all handicapped children and change the direction of their lives. In the exact words of the law, its aim is "to assure that all handicapped children have available to them . . . a free and appropriate education which emphasizes special education and related services designed to meet their unique needs."

This handbook will detail the rights of parents and children according to the Education for All Handicapped Children Act of 1975 and the California Master Plan for Special Education of 1977 (AB 1250). Informed parent participation will assure the most appropriate placement and educational plan for the handicapped child.

The parent and handicapped child now have rights by law. It is the responsibility of the parent to insure that the child's rights are being upheld. It is important to be persistent in the effort to find the most helpful agency or service. Perhaps the initial contact may not be the most appropriate for the individual's needs. The parent should not become discouraged. Continued efforts will directly benefit the handicapped child.

It is important to note that both the federal law and the state bill were designed for gradual implementation over a period of several years. Specific procedures in some cases will be finalized as parents and educators experience the process, evaluate, and report. The parents can take part in the writing of the final regulations by expressing themselves to the Local Advisory Committee.

BASIC REGULATIONS

What is meant by free appropriate public education (FAPE)?

The term free appropriate public education means special education and related services which are provided at public expense, under public supervision and direction, and without charge. It includes preschool, elementary school, or secondary school education and is provided according to an individualized education program.

Who are identified as handicapped children?

The term handicapped children means those children evaluated as being mentally retarded, hearing impaired, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

What are related services?

The term related services means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

INDIVIDUALS WITH EXCEPTIONAL NEEDS

Who will receive special education and services?

Individuals with exceptional needs are all pupils whose special education needs cannot be met by the regular classroom teacher with modification of the regular school program, who require the benefit of special education and services, and who are one of the following:

1. Younger than three (3) years of age who have been identified by the education assessment service as requiring intensive special education and services;
2. Between the ages of three (3) years and four (4) years and nine (9) months, inclusive, who have been identified by the EAS or LEA as requiring intensive special education and services;
3. Between the ages of four (4) years and nine (9) months and 18 years, inclusive;
4. Between the ages of 19 and 21, inclusive, who were enrolled in or eligible for a program under the special education program prior to their 19th birthday and who have not yet completed their prescribed education program. Any such pupil who becomes 22 years of age while participating in a program may continue his or her participation in the program for the remainder of the then current school year.

Who is not included in special education services according to both PL 94-142 and AB 1250?

Those persons whose educational needs are due primarily to unfamiliarity with the English language or to cultural differences. English as a second language is a separate program both in California and nationally.

ADVISORY COMMITTEES

Does PL 94-142 provide for Advisory Committees?

Only State advisory panels are required. A State may establish local panels if desired.

What Advisory Committees does California require?

Community Advisory Committee or Council (CAC) is chosen by the administrator of the Special Education Service Region (SESR) according to the comprehensive plan for special education.

Do Local Educational Agencies in California have advisory committees?

Yes. It is established in the same manner as the SESR and State Advisory Council.

Who are members of the Advisory Committee?

1. The majority are parents of pupils enrolled in public or private nonsectarian schools within the geographic area of the LEA, SESR, or State.
2. The majority of parents on the committee are parents of individuals with exceptional needs.
3. The rest of the members are regular classroom teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with needs of individuals with exceptional needs.

What are the responsibilities of the committee?

1. Advising the administration of the LEA, SESR, or State.
2. Being the policy body for development of the Local Comprehensive Plan and review of programs within the plan.
3. Making recommendations on annual priorities.
4. Assisting in parent education and recruitment of volunteers.
5. Encouraging public involvement.
6. Acting in support of individuals with exceptional needs.

PARENTS' RIGHTS

According to the Education for All Handicapped Children Act and its proposed regulations, parents of handicapped children have the right to:

1. participate in the annual planning meetings for your child's Individual Educational Program (IEP) and annual evaluation;
2. agree to a time and place for those meetings;
3. instruct the local school agency to hold those meetings in your primary language (or make special arrangements for your handicap, if any, including deafness) so that you can understand the proceedings;
4. give your consent before an evaluation is conducted;
5. give voluntary written consent to any activities proposed for your child;
6. seek an independent evaluation of your child at public expense if you find the school's evaluation inappropriate; (The school may request a hearing to decide the appropriateness of its evaluation. If the ruling is in the school's favor, you still have the right to submit an independent evaluation which must be considered but which is then conducted at your expense.)
7. have written notice of any proposed change or the school's refusal to change in identification, evaluation or placement of your child;
8. attend and comment at the annual public hearings held prior to adoption of state program plans; (Hearings must be publicized in advance.)
9. receive a full explanation of your rights and a description of any planned action concerning your child and their reason for the action;
10. see, review, and, if necessary, question your child's record in accordance with the Family Educational Rights and Privacy Act of 1974;
11. request a hearing on any proposal to initiate or change the identification, evaluation or placement of your child, or the agency's refusal to do so within 45 days of your request;

12. request a copy of information from your child's record before it is destroyed in compliance with the law, 5 years after its usefulness ends.

Network, February 1977

CHILDREN'S RIGHTS

According to the Education for All Handicapped Children Act and its proposed regulations, handicapped children have the right to:

1. a Free and Appropriate Public Education (FAPE) if they are between the ages of 3 and 18 by September 1, 1978 and if 3-21 by September 1, 1980;
2. the same variety of programs and services that children without handicaps enjoy including nonacademic subjects and extracurricular activities;
3. placement in the least restrictive learning environment, as much as possible with non-handicapped children and whenever possible at the same school they would go to if not handicapped;
4. the availability of a number of alternative learning settings if attending a local public school is not possible;
5. priority use of supplemental federal funds for those not now being served at all;
6. appointment of a person to act as parent, to be the child's advocate and to participate in evaluation and program meetings with the school if natural parents are unavailable or if the child is a ward of the state;
7. participation in the writing of their own Individual Educational Program (IEP) where appropriate;
8. placement outside the local school district in another public school or a private school at the state's expense if local schools do not have an appropriate program;
9. testing for purposes of evaluation and placement that is free of racial or cultural discrimination;
10. annual review of placement based on IEP and at least an annual review of that program;
11. remain in present placement during any administrative or judicial proceedings or the right to attend a public school if the complaint involves an application for admission to public school;
12. privacy and confidentiality of all personal records.

Network, February 1977

DUE PROCESS PROTECTIONS

Who is protected by due process?

Both a parent and a pupil are guaranteed and may initiate procedural due process protections in any decision regarding, and resulting from, the pupil's identification as an individual with exceptional needs.

A public educational agency may also initiate a hearing for any of the same reasons of assessment, identification, program, and placement.

What program decisions are protected by due process?

1. The pupil's assessment and the implementation of the IEP;
2. The denial, placement, transfer, or termination of the pupil in a special education or related services program.

What due process protections are included for parents and children?

The protections of due process include, but are not limited to:

1. Written notice to the parent of his or her rights, in common language, and in the native language or mode of communication of the parent;
2. The right of the parent to request an assessment of his or her child within a specified period of time;
3. The requirement that written parental consent must be obtained before any assessment of the pupil is conducted;
4. The right of the parent to participate in the development of the individualized education program (IEP) and to be informed of the availability under state law of free appropriate special education programs, both public and private;
5. The requirement that written parental consent must be obtained before the pupil is placed in any special education program; and
6. Procedural due process by a fair and impartial administrative hearing before a fair hearing panel, the right of the parent to be fully informed of available, free appropriate alternatives, both public and private, and to have the opportunity to visit and compare the available alternative programs.

What is the fair and impartial hearing process?

Look further in this handbook for Fair Hearing Procedures.

SCHOOL APPRAISAL TEAM (SAT)

What is the function of the SAT?

The SAT functions as a team to review decisions on eligibility, individualized education programs, or placement at the school site.

When does the SAT meet?

The team meets when needed for the following conditions:

1. A pupil has received a formal assessment.
2. The pupil's placement or program is to be initiated, changed, or terminated.
3. The pupil demonstrates a lack of anticipated progress.
4. The parent requests a meeting or assessment.
5. At least annually to review the pupil's progress and individualized educational program.

What is the minimum membership of the SAT?

The minimum number at a SAT meeting is three, they are:

1. The school principal or administrative designee;
2. The special education teacher or specialist most appropriate to the needs of the pupil; and
3. The parent and/or parent's representative, or if neither the parent or representative agree to attend, a pupil services worker as a child advocate.

Are provisions made for the parent with a primary language other than English?

Yes. An interpreter shall be provided by the school district.

Who may be additional members to the SAT?

1. A regular teacher of the pupil whenever the services by the regular teacher may be included as part of the pupil's individualized education program (IEP);
2. The special education specialist, school psychologist, school nurse, school social worker, counselor, or other pupil services worker who has conducted an assessment of the pupil when the results are significant to the IEP;
3. The pupil, whenever the pupil is capable of benefiting from the discussion;
4. Any other person whose competence is needed due to the nature and extent of the pupil's disability.

Should all the people involved with assessment and an IEP be present?

Generally, having a large group of people at an IEP meeting may be unproductive and very costly, and could essentially defeat the purpose of insuring active, open parent involvement. The statute does not require all IEP implementers to be involved in the meetings. Moreover, it was the intent of Congress that IEP meetings generally be small.

(Implementation regulations, August 1977)

What are the placement decisions of the SAT?

1. The child may be placed in the regular program with modifications as needed.
2. The child may be placed in the regular program, as in (1), with an assignment to the watch and consult group.
3. The child may be placed in the Resource Specialist Program, Designated Instruction and Services, or a combination of both.
4. The child may be referred to the Educational Assessment Service (EAS) when a more thorough assessment or placement outside the local school is needed, or a pupil's instructional plan has not been effective, or when a parent has requested a review by the EAS.

Is there a time limit for duration of the resource specialist program?

Pupils placed in a resource specialist program by a SAT for more than one year shall receive at least health and psychological screening at sometime during the second year to determine if a further health assessment or psychological assessment, or both, are necessary.

Where are records of the SAT decisions kept?

A summary form relative to pupil placement will be placed in the pupil's cumulative record. The parent will receive a copy.

SCHOOL RECORDS

What does the Family Educational Rights and Privacy Act do for parents?

It gives all parents of students under 18 years of age, and all students over 18 or attending post secondary schools, the right to see, correct, and control access to students records. Any public agency receiving any amount of federal funds must comply.

What kinds of student records are parents allowed to review?

Parents have access to all records, files, documents, and other materials which contain information directly relating to a student, and which are maintained by an educational agency.

What student records can a school refuse to show parents?

The parent does not have to be shown:

1. a teacher's or counselor's "personal notes" which are for their own use;
2. records of school security police, if they are kept separate from the rest of the school's files, if the security agents do not have access to any other school files, and if they are used for law enforcement purposes only within the local area;
3. personnel records of school employees.

A school official cannot refuse to show a parent a record simply because it was sent to them by someone outside the school system.

What records are students over 18 years not allowed to see?

No matter how long ago a student was enrolled, there are some additional records that can be withheld:

1. psychiatric or "treatment" records (but a doctor of the student's choice may see the records);
2. confidential letters of recommendation placed in your college file prior to January 1, 1975, which have been used only for the purposes for which they were requested;
3. financial records of the parents.

Must the school show the record immediately?

No. The school has 45 days to grant the request. Some schools have established a shorter deadline.

May the parent read the school records himself?

Yes. The parent has the right to examine the records for himself.

What if the parent cannot understand something in the record?

The parent has the right to receive an explanation of any item not understood.

May others see the school record of the pupil?

Yes. The parent may authorize others to see the records by signing a statement indicating by name who has permission to see the record.

May the parent obtain copies of school records?

Yes. A school must provide the parent with copies when needed, or when records are being transferred to another school, or when information is released to any third party.

Who pays for the copies of the pupil's record?

The local school may charge the parent for the cost of the copies if the parent is able to pay. If the parent is unable to pay, the school will provide the needed copies free of charge.

How can the parent have misleading or false information removed from the pupil's record?

The parent should first ask the principal or dean to remove it and explain why. If the school official refuses to remove part of the record, request a hearing in writing to the school principal.

What can the parent do if the school district decides that the material should stay in the file?

The parent may insert into the record a written statement of his/her objections to the material, indicating why the parent considers the material false, misleading, or inappropriate.

Who else can see the child's records without parent consent?

A number of people have access to the school records without consent of the parent. They are:

1. school officials in the same district with a legitimate educational interest;
2. school officials in the school district to which the child intends to transfer after the parent has had a chance to request a copy of the records and to challenge their contents;
3. various state and national education agencies, when enforcing federal laws;
4. anyone to whom the school must report information as required by state statute;
5. accreditation and research organizations helping the school;
6. student financial aid officials; and
7. those with court orders.

May police, probation officers, or employers see student records without parent consent?

No. They may see the records only if the parent gives consent.

Can the parent control directory information?

The school must send the parent a list of what directory information will be made available to the public. If the parent does not want the information distributed, he/she must tell the school to take the pupil off the school's listing of directory information.

May the school use a blanket consent form for release of information?

No. The school must contact the parent each time that someone requests to see any records.

What must the school tell the parent when asking for consent to release of records?

The parent must be informed what records have been requested, why the request has been made, and who will receive the records.

How can the parent know who has asked for and received information on the child during the year?

The school is required to keep with the child's records a list of everyone who requests and receives information about the child. The parent has the right to see the list. School employees are not listed.

What can the parent do if the school refuses to abide by these rules?

If the school refuses access, correction, or release rights, send a written complaint to Family Educational Rights and Privacy (FERPA), U.S. Department of Health, Education and Welfare, 300 Independence Ave., S.W., Washington, D.C. 20201. They are responsible for enforcing the privacy act. Also send a copy of the letter to a parent advocacy group listed.

What should be in the letter to HEW?

The child's name and the name and address of the school. Explain what violation has occurred using dates and names, and being as specific as possible. If a reason was given by the school, include it in the letter. It helps to provide the home and work phone numbers for faster service.

Where can the parent get legal assistance?

1. Legal Aid office or Legal Services;
2. Youth Law Center, 693 Mission St., San Francisco, CA 94105;
3. Children's Defense Fund, 1520 New Hampshire Ave., N.W., Washington, D.C. 20036.

What items should the parent note when inspecting the student records?

1. date request made to see records;
2. date response received from school;
3. date of appointment with school official;
4. types of records reviewed;
5. records which were not disclosed;
6. misleading or inaccurate statements discovered;
7. whether copies were provided upon request;
8. whether explanations were provided upon request; and
9. names of all school officials who handled parent's request.

This information was extracted from Your school records, published by Children's Defense Fund, September, 1976.

LEAST RESTRICTIVE ENVIRONMENT

What word is often used for least restrictive environment?

Mainstreaming is often used and often misunderstood.

Is mainstreaming mentioned in PL 94-142?

No. The word is never used.

Are all handicapped children to be educated in the regular classroom?

No. For instance, educational programing is allowed in a residential setting.

What decides the maximum least restrictive environment?

The IEP will contain specific programs to achieve the maximum least restrictive environment to meet the unique needs of each child.

What should the IEP include in regard to least restrictive environment?

The following component must be included in the written statement accompanying the IEP "and the extent to which such child will be able to participate in regular educational programs." The statement will be followed by a prescribed program.

What is another consideration for placement in the least restrictive environment?

The 504 regulation considers the nearest placement to home as an additional requirement for least restrictive environment.

What can keep a handicapped child from regular classroom placement?

Where a handicapped child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment. Therefore, regular placement would not be appropriate to his or her needs.

What does AB 1250 require for least restrictive environment?

The state requires that individuals with exceptional needs are offered special assistance in a program which promotes maximum interaction with the general school population in a manner which is appropriate to the needs of both.

What do federal regulations require for participation in integrated programs?

A comment in the regulations of August, 1977 was: In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals and recess periods, each public agency shall insure that each handicapped child participates with non-handicapped children in those services and activities to the maximum extent appropriate to the needs of that child. Handicapped children must be provided nonacademic services in as integrated a setting as possible.

EDUCATIONAL ASSESSMENT SERVICE (EAS)

Does PL 94-142 mention EAS?

No. EAS is a term used in California's AB 1250. It is for a child leaving or already educated outside the local school. PL 94-142 uses the term Local Educational Agency (LEA) which is used for any educational agency including a single school to a county or township school district.

What is the function of the EAS?

The EAS team will determine the IEP and special placement recommendations for pupils who attend special classes or centers and for any pupil who will attend a school or program other than the pupil's normal school of attendance, except for pupils at home or in a hospital for a short-term physical disability, and for any pupil who requires a more intensive study. (AB 1250)

Who are members of the educational assessment service?

Professional specialists representing health services, psychology, social work, speech, language, hearing, and special education, who conduct the assessments as appropriate and participate in the development of the individualized education program and make recommendations for placement of pupils referred to the education assessment service.

What is the minimum membership of an EAS team?

1. A program specialist or special education administrator appropriate to the needs of the pupil;
2. The special education teacher or teachers or specialist or specialists most appropriate to the needs of the pupil;
3. Professional member or members of the educational assessment service who has or have personally assessed the pupil, whenever the results or recommendations based on such an assessment are significant to the development of the pupil's IEP and placement; and
4. The parent and/or representative or pupil services worker of the district or LEA who will serve as a child advocate.

Who may be additional participants on the team?

1. The regular teacher of the pupil whenever the pupil may be transferred into a regular class from a special class or center, non-public school, or special school, and services by the regular teacher may be included as part of the pupil's IEP;
2. The teacher who referred the pupil whenever their special knowledge of the pupil is necessary to develop an IEP for the pupil;
3. The pupil whenever the pupil is capable of benefiting from the discussion;
4. A representative of the non-public school whenever the pupil is receiving non-public school services; and
5. Any other person whose competence is needed due to the nature and extent of the pupil's disability.

What assessments are always required for an IEP by the EAS team?

For each pupil whose individualized education program is being determined by an EAS team, a psychological and health assessment of that pupil shall have been conducted. (AB 1250)

How often will the EAS team review the progress of each pupil?

An annual comprehensive review of the progress and revision of the IEP for each pupil is the minimum requirement of the EAS. Continuous assessment of each pupil's progress is assured.

What action is taken if a pupil is not showing progress?

If a pupil has not clearly demonstrated progress, he/she will be referred for a more intensive assessment, and revisions or modifications shall be made in the pupil's IEP.

What programs are available for EAS placement?

1. Special classes and centers which enroll pupils with similar and more intensive educational needs;
2. A resource specialist program;
3. Designated instruction and services not normally provided in a regular or special class or by the resource specialist program;
4. Non-public, non-secretarian school services, including services by public and private agencies, provided under contract with the LEA when the service can more appropriately meet the needs of the pupil; and
5. Supportive services as identification, assessment, and instructional planning, special transportation services to special schools, work stations and work-training programs, room and board in lieu of transportation, or special equipment or facilities for special education programs. (AB 1250)
6. The EAS may refer a pupil to State Schools for the Deaf, the Blind, or the Neurologically Handicapped for more intensive diagnosis, assessment, and consideration for placement.

PRIVATE PLACEMENT

How is a child referred for private placement?

A pupil may be referred by a School Assessment Team (SAT) to the Educational Assessment Service (EAS) team for private placement or a parent or concerned person may contact the Special Education Service Region or Local Educational Agency (LEA).

What other agencies place pupils in private schools or facilities?

Any public agency may, after developing an IEP in the required manner, place in or refer a child to a private school or facility.

Who is responsible for the child's IEP and review?

The public agency that contracts with a private school or facility to provide special education to a handicapped child is responsible for insuring that an IEP is developed for the child. A public agency may be a school district or a state welfare agency.

Do all public agencies have the same requirements as school districts?

Each public agency is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising a handicapped child's IEP. For a handicapped child not already in the program, a meeting must be held within thirty (30) calendar days for a determination that the child needs special education and related services.

How often will the child's IEP be reviewed?

All agencies are required to hold a meeting at least once each year in order to review, and if appropriate revise, each child's IEP.

Who attends the review meetings?

The agency will insure that a representative of the private school facility attends and the parent/guardian and/or representative attend the meeting.

If the private school or facility initiates and conducts reviewing and revising IEP meetings, the public agency will insure that the parents and an agency representative:

1. Are involved in any decision about the child's IEP, and
2. Agree to any proposed changes in the program before those changes are implemented.

Are there any provisions for a handicapped child enrolled in a parochial or other private school?

If a handicapped child is enrolled in a parochial or other private school and receives special education or related services from a public agency, the public agency will initiate and conduct meetings to develop, review, and revise an IEP for the child. The representative of the parochial or other private school will attend each meeting.

Who is responsible for the child's progress?

The law does not require that any agency, teacher, or other person be held accountable if a child does not achieve the growth projected in the annual goals and objectives.

Do parents have a right to complain?

Parents have the right to complain and ask for revisions of the child's program, or to invoke due process procedures if the parent feels that these efforts are not being made.

How long may a pupil remain in non-public school services?

The pupil may remain in a non-public school as long as specified in the IEP.

What is required to change educational services or placement?

Changes may only be made in the educational services or placement on the basis of revisions to the pupil's IEP.

What changes may be made without revising an IEP?

Changes in the administrative or financial agreements of the contract which do not alter the educational services or placement may be made at any time as mutually agreed by the non-public school and the LEA.

May a pupil be transferred from a non-public school during a school term?

A pupil may transfer out of a non-public school only if the parent agrees to the transfer. To terminate the contract either party must give 20 days notice.

How are contracts with non-public schools negotiated?

The contract for services is between the non-public school and the LEA based on the pupil's IEP. If, after 45 days, an agreement has not been reached, either party may appeal to the county superintendent of schools. If the superintendent is already involved, then an appeal may be made to the Superintendent of Public Instruction. Within 30 days a binding contract will be developed.

REFERRAL AND DUE PROCESS PROCEDURES

Throughout this section whenever the word "parent" appears, "guardian" may be used if the parent is not available.

Are the required number of days in the steps of the referral and due process procedures final?

No. In most cases the exact number of days is not written into PL 94-142. The phrase most often used is "a reasonable time before" or just "before." As the federal and state laws are implemented and reevaluated, changes can occur in the number of days required for parent notification before or after meetings.

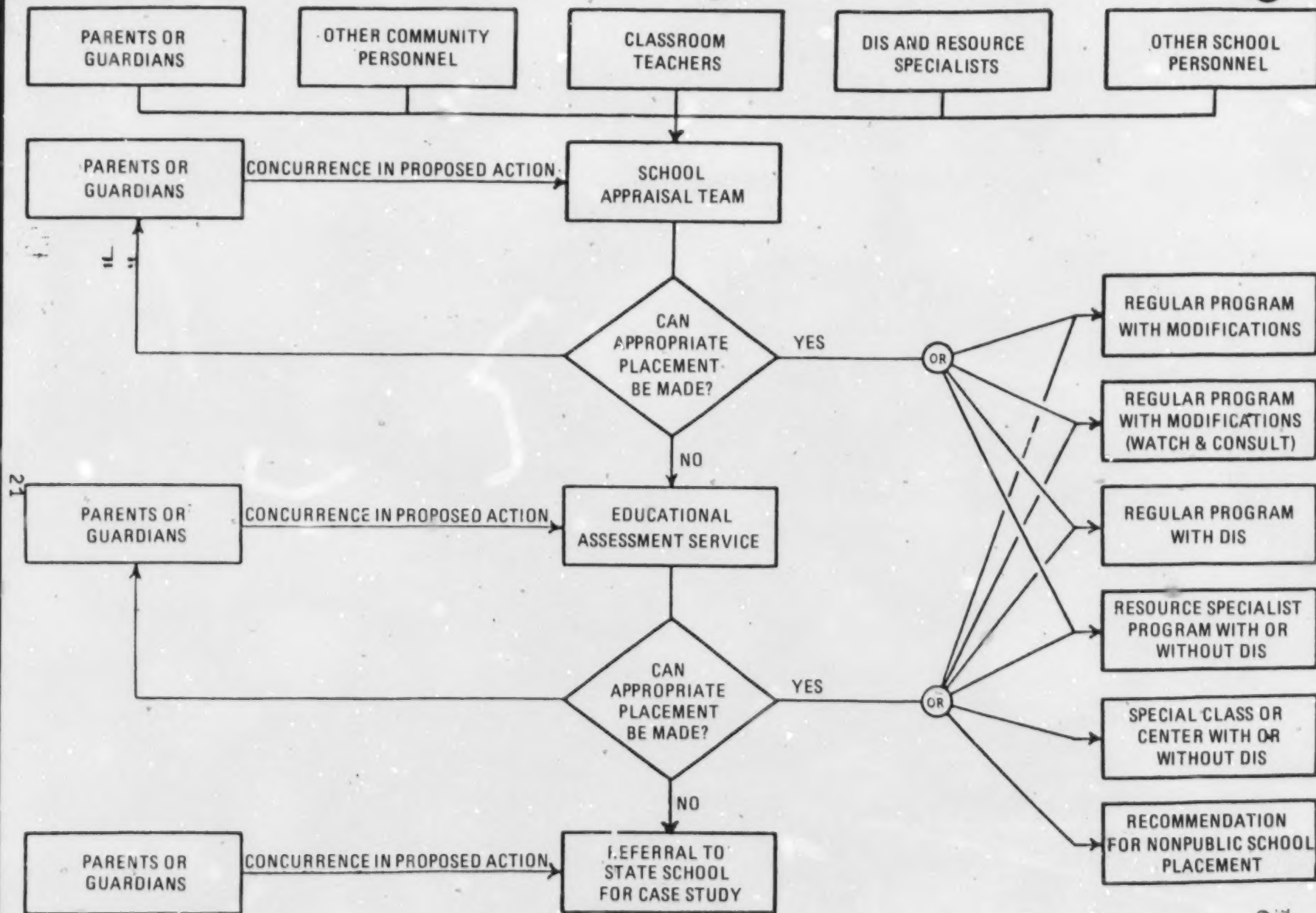
How can one be informed of the latest state regulations?

State regulations may be obtained from the County School Offices or a state legislative representative.

What is the referral and placement flow chart?

The flow chart on the following page is a graphic description of the referral process from the initial local school through the district services to the state level programs.

The flow chart appeared in several local comprehensive plans in Santa Clara County, California.



Step by Step Procedure for Parents

Who refers a child for testing?

A parent, teacher, or concerned person from the school or community. The referral should be in writing and dated.

What happens to transfers into a school district?

Whenever a pupil transfers into another school district he/she will be reviewed and placed within 30 days after a dated and signed notification by the parent or after receiving information from the previous school.

What must the parent sign before testing begins?

A written consent form, accompanied by an explanation of the tests and who will give them.

Who initiates the testing process?

The School Appraisal Team (SAT) or Special Education Service Region (SESR) or the Local Education Agency (LEA). The school or agency in which the child is being enrolled.

Is the parent informed before the child is tested?

A notice of intention to test the pupil is given in writing in ordinary language and in the language used in the home at least ten (10) days before testing begins.

Is parent permission required before testing?

Yes. Generally a permission slip will accompany the notification of testing. The permission slip should be dated and state exactly what type of tests will be performed and by whom.

What if the parent refuses to sign a consent form?

The public agency may use the hearing procedures in the same manner as the parents to determine if the child may be evaluated or initially provided special education and related services without parental consent.

How many days are allowed to complete all the testing?

Thirty-five (35) school days are allowed from the date consent is given for testing until a review and an IEP is developed. If the testing requires both the SAT and the EAS (school and district), then fifty (50) schooldays will be allowed. (AB 1250)

Are there testing safeguards?

Testing materials and procedures used for the purposes of evaluation and placement of handicapped children must be selected and administered so as not to be racially, culturally, or sexually discriminatory. (Implementation regulations, August, 1977)

What if the child has a language or communication problem?

All tests and other evaluation materials must be administered in the child's native language or other mode of communication unless it is clearly not feasible to do so.

What are the basic elements of a comprehensive pupil assessment by a SAT?

1. A school history, including educational progress.
2. An observation of the pupil in the regular school program.
3. Assessment of the pupil's academic functioning (school work).
4. Appraisal of the cultural and language factors which may affect the pupil's pattern of school functioning.
5. The pupil's health status, including the results of a recent hearing and vision assessment.
6. Assessment of career and vocational aptitudes for each secondary school pupil.

Who will administer the tests?

All tests are to be administered by trained personnel. If a list is not provided with the notification of testing, the parent may ask for a list of the specialists and the types of tests they will administer.

How many tests will be given?

No single test is to be used as the sole criterion for determining an appropriate educational program for a child. The evaluation is to be made by a group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability. The child is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. (Implementation regulations, August, 1977)

What types of tests will be used for assessment?

The Alum Rock Union Elementary School District in San Jose, California developed Evaluation instruments to explain the tests given by Special Services personnel in their district. The explanations are complete and readable by non-professional educators. The list includes close to 50 tests which will not be included here. The following types of tests are:

1. Individual achievement tests which measure how an individual child is doing in specific subject areas such as reading, math, and spelling when compared to other children of his age or grade level.
(ex. Wide Range Achievement Tests)
2. Ability tests help to measure how well a child might be able to do in his school work even though his achievement test scores may not be on grade level. Some of these tests are appropriate for non-English speaking or deaf children and do not require language. They also give information on specific ways that a child might learn best and help the teacher choose types of materials and presentation to the child.
(ex. Wechsler Intelligence Scale for Children)
3. Tests of specific learning styles measure one of the most important aspects of a complete evaluation, how

each child learns best. In this way we get information about whether a child needs to use more manipulative materials or learns best when seeing or hearing examples of what he is expected to do. These tests, therefore, give the tester the most information about suggestions for parents or teachers as to how to help a child. They also help to determine whether there is need to get information from medical doctors including neurologists. (ex. Illinois Test of Psycholinguistic Abilities, ITPA)

4. Developmental tests are useful to psychologists, teachers, and parents in determining where a child is in comparison to other children of his own age group. Such things as the child's ability to care for himself or relationships with other children, are covered in the questions asked. Most often the parent will be asked to supply the information, but sometimes the teacher is also involved. This information is also often useful for planning a school program for the child as well as help the tester decide if additional medical information is needed. (ex. Denver Developmental)
5. Attitude and self concept tests give an indication of how a child feels about his own abilities and the school situation. By understanding how a child views himself, we can make recommendations about his school program so that he will feel the greatest amount of success. Sometimes the information from these tests helps us to determine whether or not to suggest outside counseling. (ex. Draw-a-person, Draw-a-family)

Will further assessment be done if necessary?

Yes, in the following areas:

1. ability to function and adapt in all areas of the school program compared to pupils of similar age level and cultural background who are functioning satisfactorily in the regular program;
2. intellectual aptitude for academic learning;
3. developmental history;
4. language functioning; (tests showing if the pupil understands what he hears, remembers it, uses it, and expresses it correctly) and
5. a functional assessment and report of the pupil's physical, neurological, and/or emotional performance shall be obtained from a licenced physician (when a health problem directly affects the pupil's education, or when required by the SAT).

What questions should one ask to determine whether tests chosen or administered in a non-discriminatory manner? (Children's Defense Fund, 1975)

1. Are tests administered on an individual or group basis? For the purposes of designing an individual educational program, tests given on an individual basis have been shown to be necessary to reduce discriminatory results.

2. Is more than one test and/or evaluation technique used to determine the educational placement of the child? The greater variety of evaluation techniques used, the more likely that the results of the assessment will be comprehensive and uncover the variety of needs which any child has. The use of single tests or few evaluation techniques have repeatedly been found to produce unreliable and discriminatory results.
3. Are the tests used given to a child in the language spoken in the home?

If the parent disagrees with the assessment, does the parent pay for an independent assessment?

Yes. If the parent has the child assessed independently without the approval of the SAT, EAS, or other public agency.

No. If the public agency agrees with the parent of the need for an independent assessment before the child is assessed, then the public agency will pay. The independent assessment must be considered for the IEP.

Whenever a School Appraisal Team (SAT) or Educational Assessment Service (EAS) team meets, is the parent of the child in question informed?

Yes. Whenever the SAT or EAS meet to consider the eligibility of a pupil for placement or denial of services or evaluation or reevaluation, the parent shall be notified of the date, time, and location of the meeting at least 10 days before the meeting. The notice also includes a description of the proposed action to be considered, the right of the parent to present relevant information, and to be present or represented at the meeting.

Are any evaluations automatic?

Re-evaluations will be conducted annually. The parent will be notified of the re-evaluation and, if necessary, a request for permission to assess. A copy of the written report and recommendations by the SAT or the EAS will be given or sent to the parent.

How often will a complete assessment be made?

The law requires a complete assessment every three years. An evaluation of the child may be conducted more frequently if conditions warrant or if the child's parent or teacher requests it. (Federal Regulations, August, 1977)

Individualized Education Program (IEP)

What are the three main purposes of the IEP?

1. The IEP promotes individualized instruction.
2. It protects the rights of handicapped children and their parents.
3. The IEP is to assure accountability.

Are all IEPs in writing?

Yes. They are to be written in language the parent understands. If a term is used that the parent does not understand, the parent

should feel free to ask for an interpretation and it should be written into the IEP.

Where is the IEP developed?

The IEP is developed with the parent in a SAT, EAS or LEA team meeting.

What are the essential parts of an IEP?

The essential parts of an IEP are:

1. present levels of the pupil's educational functioning;
2. long-range goals and annual objectives;
3. specific special educational programs and services required by the pupil and the extent the pupil will be able to participate in regular educational programs (hours per day or percent of day);
4. date for the program to begin and length of time for it to continue with special services; and
5. specific criteria to measure the child's progress will be stated.

What additional provisions are included in the IEP?

1. The IEP will provide for transition into the regular class program if the pupil is to be transferred from a special day class, center, or non-public school.
2. The special education teachers or specialist of the pupil will develop and periodically review and revise the pupil's written short-term objectives and activities.
3. A secondary grade level pupil's IEP will include any alternative means and modes necessary for the pupil to complete the district's prescribe course of study to meet or exceed proficiency standards for graduation. (California, AB 1250)

What is a long-range goal?

A goal is a statement of intent, broad in scope and content, identifying the end results being sought, and not concerned with a particular achievement within a specified time period, for example, to communicate orally.

What is a short term instructional objective?

An instructional objective or performance objective is a concise statement of measurable performance or behavioral change. The characteristics of an instructional objective include the following:

1. The person that will perform (the pupil).
2. What behavior will be performed as demonstrated knowledge, skill, or attitude by the pupil.
3. The specific conditions given under which the performer will be assessed so that, if necessary, the test conditions can be duplicated.
4. The assessment criteria states how well, how much, or the standard of achievement that is acceptable (4 out of 5, 80%).

An example of an instructional objective is: Judy will read all 200 of the basic Dolch words in ten minutes with 85% accuracy.

What educational areas are included in goals and objectives?

The Director of Special Education in the Office of the Santa Clara County Superintendent of Schools, California, prepared an extensive Curriculum Framework Goal chart for distribution to parents/guardians and community agencies. According to the chart, the curriculum goals are:

1. Language/Communication Skills that include initial communication processes, oral language, non-oral language, and written language;
2. Motor Development that include fine motor, sensorimotor, gross motor, and physical education/adaptive P.E.;
3. Social-Emotional Growth that include identity, environment, socialization, values, and decision making; and
4. Independent Living that include daily living, recreation/leisure experience, functional arithmetic, occupational/vocational counseling and training, art experience, and orientation mobility and travel.

The chart also includes goals for each item. A glossary of terms was developed to help the parent understand the educational language. It should accompany the chart. If a parent does not have this information, he should request the child's school or agency to provide it. The chart also is published in Spanish.

What is meant by a Full Educational Opportunities Goal?

Each state and local education agency must take steps to insure that handicapped children have available to them the variety of programs and services available to non-handicapped children, including art, music, industrial arts, home economics, vocational education, physical education, and non-academic and extra-curricular services and activities.

What is meant by Related Services?

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.
(Federal Rules and Regulations, August, 1977)

What is the Local Education Agency's responsibility for parent participation in the IEP process?

Each local education agency must take steps to insure that one or both parents are present at the planning meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed upon time and place. If neither parent can attend, the local education agency must use other methods to insure parent participation, including individual or conference telephone calls. Furthermore, the local education agency shall take whatever action is necessary to insure that

the parent understands the proceedings, including making arrangements for interpreters for parents who are deaf or whose native language is other than English.

Can a planning conference, SAT, EAS, or LEA meeting be held without a parent in attendance?

Planning conferences may be held without a parent if:

1. A parent furnishes a written waiver of both parents' right to participate, or
2. The local education agency is unable to convince the parents that they should attend. In this case, the local education agency must have a record of its attempts to arrange a mutually agreed upon time and place, such as: detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to the parents and any responses received, and detailed records of visits made to the parents' home or place of employment and the results of those visits.

Is there a follow-up notice?

A notification of recommendations is sent within fourteen (14) days after the SAT, EAS, or LEA meeting. It is in ordinary language used in the home of the findings of the assessments, the recommendations, and reasons. If special education service is to be provided, a copy of the pupil's instructional plan is included. The notice also states the right to a conference upon request, the right to use an independent assessment which is paid by the parent unless agreed otherwise by the agency, and the right to ask for a review from the higher educational agency.

Is parent permission required for placement?

Yes. Parental permission will be obtained by the SAT, EAS, or LEA to place a child in any special education program. A copy of the Individual Education Program (IEP) and the recommendations of the SAT, EAS, or LEA will be given or sent to the parent.

What if the parent is dissatisfied with any part of the plan?

The parent should not sign acceptance of the plan. The parent may appeal the SAT decision to the EAS for review by notifying the Special Education Service Region within 15 days of the review. Any parent who disagrees with the findings or recommendations either in the initial evaluation or annual evaluation, has the right to request of the Administrator of the district a review with the findings in writing within 30 days. (AB 1250)

Does PL 94-142 detail impartial due process hearing procedures?

No. The federal regulations only provide the parent or public educational agency the right to initiate a hearing. It must be conducted by the State education agency or a public agency directly responsible for the education of the child as determined by State regulations.

Will the IEP be reviewed?

Yes. The IEP will be reviewed and evaluated for the effectiveness of the program and placement at least annually.

Fair Hearing Procedures

What will be the LEA director's responsibility?

When the LEA receives a written request for a hearing, the director shall within 10 school days do the following three things:

1. Meet with the parent to informally review the concern. The parent may examine any document in the pupil's file and may have his representative with him.
2. Based upon the review, the LEA director may authorize changes in the pupil's program.
3. If the meeting fails to reach an agreement, then the LEA director shall form a fair hearing panel.

This mediation period is not required by federal law but is used by a number of states with success for both parties.

What procedures can warrant a fair hearing?

1. The pupil's assessment and IEP.
2. The denial, placement, transfer, or termination of the pupil in a special education and related services program.

Time allowed?

The hearing is to be conducted and completed with a written statement within 45 days after the LEA receives the written complaint, unless both the parents and school district agree to an extension.

Where will the hearing be conducted and when?

The hearing is to be conducted at a time and place convenient to the parent and pupil involved.

Is there a charge for file information?

The school district cannot charge more than cost for copies and if the parent is unable to pay, the copies will be free. The parent may examine all school records within five school days of a fair hearing panel.

Who is on the fair hearing panel?

The federal regulations require a hearing officer from outside the LEA involved. California and many other states require the following:

1. The panel is composed of 3 persons who are knowledgeable of individuals with exceptional needs.
2. The panel shall be formed within 5 days after review by the LEA director or at the request of a concerned parent or pupil.
3. Each member must not be employed by the school or county districts or the school that might receive the pupil.
 - a. One is selected by the parent or pupil.
 - b. One is selected by the LEA.
 - c. The third member is selected by mutual agreement of the first two selected. If they cannot agree within 5 days, a third member is selected by the County Superintendent. If the County Superintendent

is part of the hearing then the third member will be selected by another school district.

d. The panel selects its own chairman.

4. The LEA will reimburse the panel for time and transportation costs.

May the panel request additional assessment?

The fair hearing panel may request an independent educational assessment. The cost is borne by the LEA.

What happens if either party disagrees with the panel?

Either party disagreeing with the panel's decision may petition in writing within 20 days requesting a hearing before the State Superintendent of Public Instruction.

Within 10 days, the parties will be informed of the date, time, and place of the hearing.

The parent and LEA will each have an opportunity to present an oral or written statement, or both, expressing their views to the superintendent with 30 days. (AB 1250)

Will this decision be final?

Yes. It will be within 30 days after the hearing, in writing, and with the reasons for the decision given. A copy will be sent to the parent and a copy to the LEA to inform them of the date the decision will be in effect.

California requires the same within 15 days.

Is there a right to appeal?

Both the parent and the LEA will be notified of their right to appeal to a court of law.

Will the federal government help?

Write the Bureau of Education for the Handicapped. Some states have developed model complaint systems. The federal bureau will be able to inform parents of new or additional procedures.

Where is the pupil during the appeal process?

During the appeal process, the student will stay in the current program unless otherwise agreed to by both parties. However, the student may be removed from the program, if it is determined that the student may present an imminent danger to himself or others.

What basic point should both parties keep in mind?

The purpose of hearings is to ensure that handicapped children are provided free appropriate public education and the evidence that may be presented should serve to insure that the result of a hearing will be in the best interests of the child.

QUESTIONS ASKED BY PARENTS

Many of these questions were asked by parents at a C.A.R. meeting. The answers were given by a panel consisting of a county director of special education, a legislative assistant, an educational representative from a state hospital, and the president of a coalition for the handicapped. Parent advocacy groups, the legislative analyst, and government brochures provided the rest of the questions.

What is the major effect of the new law?

For the first time parents, legislators, and educators are working together.

What is the parent's biggest job?

The parent will have to change her self-image and revalue herself. The parent in the long run and maybe for life will be responsible for the child.

Where can parents be the most use?

The parent can be the most use at the assessment interview with an informed parent asking specific questions as to tests used, what the tests show, and why the particular placement chosen will insure the best program for the child.

What does the parent do if nothing seems to be working? Where does he get help?

First, contact the local school in the parent's place of residence. Write, with carbon copies, everybody who could possible help, such as: school districts, county school superintendent, state board of education, the parent's legislators, and advocacy groups. (See lists)

Is there a government organization that might help?

Yes. The Regional Center in each county will function as an advocate for the parent.

How can parents overcome fears of meetings with professionals?

Be a professional parent with an organized up-to-date notebook which includes copies of all the child's educational, medical, and testing records. Write, for reference material, the parents goals for the child and show progress or lack of progress toward the goals.

What can parent groups accomplish?

Parent groups serve several purposes by reinforcing each other, exchanging ideas and information, and by helping the parent understand some of the aspects of parent rights and responsibilities.

Is the telephone the means for conducting school business?

No! Put everything in writing and keep a copy. Make an appointment in writing and state the purpose of the meeting. Be specific and ask the educator to be specific.

What should be on a permission slip?

1. Put an ending date or time period the permission covers.
2. Ask for copies of all tests and results sent to the parent and the child's doctor.
3. Restrict the permission for certain people or action.
4. Date all signatures and make sure all forms are dated.

How can parents have an impact on their state or district's plan?

Ask at the child's school or district office to see the plans and compare them with the law. Make sure all aspects are being followed. The federal regulations require each State educational agency to adopt effective procedures for reviewing, investigating, and acting on any complaints made by public agencies, private individuals, or organizations.

Any question of non compliance should be directed to the Bureau of Education for the Handicapped.

How will the plan be enforced?

Parents will have to ask questions of schools and keep written answers as records. Check to see if the deadlines are being met. Who was involved in each stage of implementation? Were parents of handicapped children involved? Who selected the testing material? If any violations of the regulations occur, then complain through the State Department of Education and to the Bureau of Education of the Handicapped, HEW. (see reference)

What are the steps in getting help?

1. Contact the school in the child's residential area.
2. If that is not satisfactory then contact the special education administrator in the school district office.
3. Next is to write or call the Special Education Department of the County Superintendent of Schools.
4. Contact the Special Education Department of the State Superintendent of Public Instruction.

What should the parent do before the IEP meeting?

1. Have all the previous information pertaining to the child organized into a binder.
2. Write down specific questions.
3. Know where the child is now placed.
4. Know the most important problem of the child's that should be remediated first.
5. Keep this handbook in the child's binder for reference.

Who may attend the IEP admission or transfer meeting with the parent?

Any advocate or professional concerned or involved with the child may attend the meeting. Too many people will confuse the meeting.

Are the extra support services listed on the IEP?

Yes. Related services as speech therapy, transportation, or physical therapy should be listed whether or not they are available.

How will the parent use the IEP?

It will be the educational plan for the child and will show where the child is at present, what goals are planned for him, and the short term objectives will be briefly stated telling how and when they will be met. Any changes will require permission of the parent. The parent should keep the IEP copies and they will be a continuous record of the child. The child's placement will be stated on the IEP.

How does the parent get the related services if the school district does not offer them?

The parent and the district will then agree on a plan for services either in another district or with private agencies.

How long are the IEP meetings?

There is no regulation for time. Initially the meetings will take longer until the parent and the school are more experienced. Parents or the school may ask for more time before a decision is agreed upon. If the child is attending the meeting, it could take longer. The parent should inform the school when acknowledgement of the meeting is given if they will need extended time.

How is placement determined?

Placement is by the educational assessment, not intelligence or IQ.

What does the parent do when she is unhappy with the child's placement?

Write the school for information and ask what is happening, who is involved, what are they looking for, and what is the projected outcome?

If the child transfers from special placement to another school district, how will he be placed in the new school district?

Before moving, arrange with the child's school to send his records. When registering the child at the new school, the parent should put in writing the type of special class in which the child previously was placed. List the address and phone number of the previous school district and give permission to send for the records. Request special placement for the child as soon as possible. This starts the time schedule and the child is to be placed no later than 30 days after entry in school.

1. If the previous records arrive immediately, the school may place the child immediately.
2. If the school needs additional assessment, a trial placement may be done.

How does the parent find a suitable private school?

Check the agencies and organizations listed in this handbook. The school has to have been approved by the State Department of Education. The school district of the child's residence has to approve the child's placement before funds may be released for tuition. The LEA or School District will negotiate a contract with the private agency based on the child's IEP.

How does the parent apply?

The child must first be declared eligible for a special education full day class program by the district of residence. The parent may request the district to do an assessment. At the IEP meeting private placement may be requested.

Who pays the cost of a private school?

The local school district will pay the cost including transportation if the child and the school have been approved for special education. The State pays room and board for residential schools.

Is summer school or summer camp provided with funding?

No. The only exception will be 12 month placement.

What happens if the parent does not agree to the IEP?

The parent does not sign the educational plan and asks for a hearing if a compromise cannot be reached.

Where is the child during due process procedures?

The child stays where he is. With the agreement of the parent and those involved, the child may be placed on a trial basis.

Can a school district have a meeting about a child's placement without the parent's knowledge as long as they inform the parent of the outcome?

No. The parent has the right to attend all meetings concerning the child's placement and must receive a written notice before any change in placement or reevaluation of the child.

Is a child in a state hospital entitled to a free appropriate education?

Yes. No matter where the child resides, no child may be denied his right to an appropriate education.

PREPARING FOR YOUR IEP MEETING

Be sure to attend all meetings held to plan or check into your child's individualized educational program (IEP). The law states clearly that an IEP team must include one or both parents. IEPs must be prepared for every child who is eligible for special education and is the key to getting appropriate services.

A list of suggestions for preparing for the school or agency meeting that will design your child's educational program is as follows:

1. Have your child's file ready, with information easily available on all testing and evaluation that has been done either by the school or privately. Use your right to go through school records to be sure they are accurate and up-to-date. The meeting must be based on a recent and comprehensive evaluation. Federal regulations mandate complete reevaluation every three years.
2. Bring along a helper to the IEP meeting, if you will feel more comfortable or secure. Specially trained people can act as an advocate for parents in new and unfamiliar circumstances. Another parent who has been through the process can help.
3. Be as clear as possible in your own mind about what kind of things you believe your child is ready to learn. Make a checklist of key items. Prioritize the list. Consider your concerns for your child's progress. In the area of concerns, what has your child been able to accomplish successfully? What possibly made success possible? What works with the child? Consider what you would like the child to be able to do by the next month.
4. Be able to back up your requests for special kinds of help with diagnostic reports, observations, and other information from professionals who know your child.
5. Diagnostic reports are not infallible and they don't say all there is to be said about a child. Your most important job is to make sure that the others at the conference never forget that you're talking about a real child. Bring up all real-life information you feel is relevant to a discussion about your child.
6. The program your child gets should be built on services that relate to strengths and abilities, special problems and learning needs, and not to his category of disability. If you don't agree that this is what the program does, speak up for your point of view and make sure that changes are made.

7. Try to understand the issue of least restrictive environment. Somebody coined the work "mainstreaming" to describe this view. It does not mean that every handicapped child belongs in a regular class. The child should have every possible opportunity to join his peers in activities during school.
8. One way to keep the school meeting successful is to realize you do have an essential role to play as an equal-status member of the team. Your points of view may be new to each other, and you may disagree, but you can learn from one another.
9. If everyone is truly concerned about giving a child the chance he needs to grow and learn, it should be possible to iron out disagreements through persuasion and mutual understanding.
10. Never forget that the goal of the meeting is to develop the best program possible so that the child may eventually become as self-sufficient and productive as possible.

BEFORE GIVING YOUR CONSENT TO THE FINAL IEP

Read these points to consider before signing your consent of your child's individualized education program:

1. Have a very complete understanding of the IEP that is produced. A copy of the final IEP should be given to you in writing.
2. Make sure that the education goals that are agreed on are specific and that they accurately reflect decisions that were made at the meeting. Long term goals such as reading at second grade level by the end of the school year should be included. Clear cut objectives that can be measured such as to be able to identify a specific number of words from a specific list within a certain period of time should also be included.
3. The IEP should state how much time a child is to spend in the mainstream, either in regular classes or extra-curricular activities.
4. Services given should be clearly defined. What type of service, who gives the service, and the amount of time allowed for the service should be stated.
5. Make sure that appropriate vocational education is in your son or daughter's IEP. Insist that work-skill training, on-the-job experience, and other skills related to independent living are built into the school program provided for your teenager, if needed. You may have to work hard with administrators and teachers to start a vocational education program for handicapped students.
6. If a specific classroom or school has been recommended, visit it to see if it really meets your child's needs. Art, music, school plays, gym, shop are part of the school day for other children. Your handicapped child should be included. This might require modifications in the way programs are offered.

FOLLOWING YOUR CHILD'S PROGRAM

The most important aspect as a parent of a handicapped child is to keep all your lines of communication open. Remember, you are the child's most important advocate and will be responsible for the child until the child becomes an independent adult completely able to care for himself. No other person will have as continuous a record or knowledge of the child's progress as the parent.

Here are some suggestions to help in following your child's program to make sure it is working.

1. Make every effort to work with your child's classroom teacher if your child is already in school. Regular conferences are important to find out how your child is doing, to bring up questions you have, to discuss any possible new efforts at school or at home, and to discuss home activities.
2. If possible, arrange for your child's teacher to visit with your child outside of the regular school day to become better acquainted personally for a boost to their relationship.
3. Listen to your child, respect what he is saying. You need to know his reaction to schoolwork, to teachers, to classmates, and to other school related activities.
4. If you are worried about how things are going, talk to the teacher, or the school counselor or principal, for advice and suggestions.
5. You and the school can work together. Don't let the potential for a new creative process die by default.
6. When professionals use language you don't understand, feel free to ask for explanations.
7. You can make a valuable contribution by raising questions when ideas and recommendations don't seem to make sense.
8. Keep your child's file or binder up-to-date. Make sure all material is dated including notes of verbal conversations. The following things should be in your child's file:
 - a. diagnostic tests results and other professional reports;
 - b. your own notations of your observations;
 - c. copies of letters to and from school officials;
 - d. copies of state and federal laws and procedures for education of handicapped children and other relevant information;
 - e. a list of all professionals and administrators connected in any way with your child's program

- giving title, address, and phone number;
- f. a log of all communication concerning your child noting the date, time, person, and subject with conclusion if given; and
- g. as everything is added to the file or binder, it should be dated.

POINTERS FOR PARENTS

There are many publications available with helpful suggestions for parents. Some are listed in the bibliography for parents. The following list is a composite of material from CANHC, Council for Exceptional Children (CEC), and Adamson, W. Helping Parents of Children with Learning Disabilities.

1. Employ a three dimensional approach using the 3 Rs of:
 - a. routine applied to time, space, and movement for the child;
 - b. regularity in home life with meals, bedtime, etc.;
 - c. repetition to reinforce successful experiences.
2. Use a stop, look, and listen approach so that you stop to see what the child is doing and listen to what he is saying.
3. Take one step at a time and enjoy small successes.
4. Help the child to be self-directive, to be attentive to the world around him, to attain self-control, and to plan his activities.
5. If something is difficult to learn, break the task into small steps and teach a small step at a time. Small successful steps lead to effective learning.
6. Decide what behavior is acceptable and what is not, and then be clear and consistent in conveying to the child what is expected of him.
7. Acknowledge the child's feelings. The child wants to be understood and to have his feelings respected.
8. Keep directions simple. Give one at a time. Make sure the child understands the directions.
9. Encourage hobbies such as care of animals, model building, and cooking.
10. Allow one playmate at a time until the child can adjust to others. Large groups may be disastrous.
11. Watch for signs of anger when a child comes home from school. He needs understanding, not questioning. He may have had a tough time in school.
12. Be aware that TV watching may cause irritability or hyperactivity. The rapid sequencing of pictures is neurologically demanding.

13. Watch his diet; avoid excessive sweets, and be alert to possible allergic reactions to foods.
14. Praise your child's successes and the things he does correctly, no matter how small, with physical affection as well as words. Do it immediately.
15. Correct your child indirectly whenever possible by showing him how to do things correctly. Use positive statements.
16. Speak clearly in a normal voice not baby talk.
17. Vary the home activities so that all senses will be used. (seeing, hearing, smelling, feeling, and tasting)
18. When one method of helping your child learn does not work, try another way.
19. At all times, speak to and treat your child with the same courtesy and consideration you would give your friends.
20. When buying equipment or material for your child, be sure it requires his participation, develops imagination, reasoning power or physical manipulation, develop large or small muscles, eye-hand coordination, or releases tension.

Remember that all children are more alike than different in terms of growth. They all go through the same basic stages, but vary in the rate. Each stage provides the background for and leads into the next.

NATIONAL SERVICES

U.S. Department of Health, Education, and Welfare (DHEW)

NATIONAL INSTITUTES OF HEALTH (DHEW)

Office of Information

9000 Rockville Pike, Bethesda, MD 20014

Type of Services: Major information source

Coverage: For research and training programs related to disabling diseases and disorders.

OFFICE FOR HANDICAPPED INDIVIDUALS (DHEW)

330 C Street S.W., Washington, DC 20201

Type of Services: Handicapped programs

Coverage: Publishes Programs for the Handicapped, for educational/training programs.

DHEW, OFFICE OF EDUCATION, BUREAU OF EDUCATION FOR THE HANDICAPPED
400 Maryland Ave., S.W., Washington, DC 20202

Type of Services: Education programs for the handicapped

Coverage: Appropriately designed education for every handicapped child, assist states, vocational orientation and training, teacher training, and statewide programs for severely handicapped children.

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS,
2023 West Ogden Avenue, Chicago, IL 60612

Type of Services: Comprehensive service

Coverage: For all ages, information, referral, equipment loan, equipment purchase, advocacy, residential camping, literature, access ability guide, and other services at little or no cost; chapters throughout the country.

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

1920 Association Drive, Reston, Virginia 22091

Type of Service: Comprehensive service

Coverage: Professional organization dedicated to the advancement of the education of all exceptional children and youth; publishes Exceptional Children and Teaching Exceptional Children; divisions within the

council are for specific exceptionalities;
sponsors research and conferences mainly
for professionals.

CHILDREN'S DEFENSE FUND

1520 New Hampshire Avenue N.W., Washington, DC 20036

Type of Service: Advocacy

Coverage: Publishes many pamphlets and material
explaining the laws and their regulations,
advocacy for children.

PARENTS' CAMPAIGN FOR HANDICAPPED CHILDREN AND YOUTH

Box 1492, Washington, D.C. 20013

Type of Service: Advocacy, information

Coverage: Publishes Common Sense from Closer Look;
service organization, strengthening parents
as advocates; works with national, state,
and local groups; educational and related
services, from a regularly updated
computerized base; list of local parent
organizations and special programs other
than public schools.

STATEWIDE SERVICES

All States or Regions should be providing similar service.

Schools specifically defined in AB 1250

CALIFORNIA SCHOOLS FOR THE DEAF, NORTHERN CALIFORNIA
2601 Warring, Berkeley, CA 94704

CALIFORNIA SCHOOLS FOR THE DEAF, SOUTHERN CALIFORNIA
3044 Horace St., Riverside, CA 92506

Type of Service: 24-Hour Services

Eligibility: Deaf person from 3 to 21 years residing in California; priority given to elementary age minors residing in sparsely populated areas and to secondary age deaf students.

Services Provided: Assessment, educational programs for elementary and secondary levels, vocational education and work experience opportunities, sign language and lip-reading programs, programs for the severely multi-handicapped deaf, pre-school education and parent orientation, and for those from out of the area, board and room are provided.

CALIFORNIA SCHOOL FOR THE BLIND
3001 Derby St., Berkeley, CA

Type of Service: 24-Hour Services and Day School

Eligibility: Blind, deaf/blind, and multi-handicapped blind children from 3 to 21 years.

Services Provided: Assessment, elementary and junior high education programs, emphasis on career preparation in high school programs, residential program for 150 students, separate department for deaf-blind, and a day school program.

DIAGNOSTIC SCHOOL FOR NEUROLOGICALLY HANDICAPPED CHILDREN
Lake Merced Blvd. & Winston Dr., San Francisco, CA 94132
4339 East State University Drive, Los Angeles, CA 90032
1818 West Ashlan Ave., Fresno, CA 93705

Type of Service: 24-Hour Services

Eligibility: School age children who are considered learning disabled, asphasic, or severely

disturbed, for whom local efforts in remediation have been exhausted.

Services Provided:

Diagnose the degree and extent of each child's disorder and prescribe appropriate education program/placement and medical recommendations to meet his needs (a parent must be present at the school with the child during entire 3-5 day evaluation); meals and housing; assessment in the areas of education; speech and language, and medical; and prescriptive educational residential program from 3-9 months.

Other statewide services supported by federal, state, or private funds

CALIFORNIA CHILD SERVICE DEMONSTRATION CENTER SYSTEM
721 Capitol Mall, Sacramento, CA 95814

Type of Service:

Demonstration Day School

Eligibility:

Learning disabled children grades K-12. The system assists any district, urban, suburban, or rural in changing its special education to accommodate the needs of its students.

Services Provided:

Seven separate demonstration and service centers; direct services to learning disabled children who have been referred by their local school district, and planning assistance and staff training for other school districts to adapt and replicate the System model; including early identification of the problem, assessment of learning patterns, individual educational planning, realistic classroom intervention, continuous monitoring of pupil progress and active participation in all phases; and in-service training.

CALIFORNIA'S CRIPPLED CHILDRENS SERVICES
Department of Health
714 P Street, Sacramento, CA 95814

Type of Service:

Day, diagnostic and treatment

Eligibility:

Any child under 21 years of age who meets requirements of certain physical disabilities, prognosis for life, expectation of cure, availability of treatment, and priority of need for medical care.

Services Provided: Full diagnostic service for children and development of a treatment plan; all medical services necessary for the treatment.

DEPARTMENT OF REHABILITATION
722 Capitol Mall, Sacramento, CA 95814

Type of Service: Day, training and counseling services

Eligibility: A California residence with a physical or mental disability substantially handicapping to affect employment, and yet with a reasonable expectation that vocational rehabilitation services may render the individual fit to engage in a gainful occupation.

Services Provided: Deaf programs; blind programs; developmental disabilities and school cooperative programs; diagnostic services; medical restoration; vocational counseling; vocational training; and job placement and follow-up.

Special Note: Contact the local Department of Rehabilitation office and no prior reports are required. There is no waiting period.

REGIONAL CENTERS FOR THE DEVELOPMENTALLY DISABLED
Department of Health
744 P Street, Sacramento, CA 95814

Type of Service: Referral and child advocacy services

Eligibility: Developmentally disabled by mental retardation, cerebral palsy, epilepsy, autism, or a neurological handicap, and the disability originates before age 18 with expectations of continuing indefinitely and substantially handicapping the individual.

Services Provided: Provides fixed points of referral in the community for the developmentally disabled and their families for ongoing points of contact so that they may have a place of entry for services and return as the need appears. It is a link to state-operated services, state hospital, regional diagnostic, counseling, and service centers, and is easily accessible.

Special Note: Contact the local school, county school department, or state office for the name,

address, and phone number of the regional center for each county.

SOUTHWESTERN REGION DEAF-BLIND CENTER
California State Department of Education
Centers and Services for Deaf-Blind Children
721 Capitol Mall, Sacramento, CA 95814

Type of Service:	Day school and registry of Deaf-Blind children
Eligibility:	Children identified by medical diagnosis as having a combination of hearing and vision loss preventing them from getting the training and/or education required to meet their potential and individual needs; families, foster parents, guardians of these children who are in need of consultative service to assist them in planning for the future needs of their deaf-blind child. The center serves California, Nevada, Arizona, Hawaii, American Samoa, and the Trust Territories, Guam, and Navajo Nation.
Services Provided:	Medical diagnosis and educational assessment; assistance in receiving services either in the community or elsewhere within the region; education, adjustment, and orientation programs developed as other IEP; support programs for the education of deaf-blind children, including day classes; consultation for parents, teachers, and others who directly serve the deaf-blind children; and maintenance of a registry of all known deaf-blind children.
Special Note:	Sppllication is through the EAS/LEA team recommendations.

ASSESSMENT, PRESCRIPTIVE AND RELATED SERVICES

Research, Programs and Agencies Directories

NICSEM

University of Southern California

University Park, Los Angeles, CA 90007 Call 1(800) 421-8711

Type of Services: Special education materials, information

Coverage: Provides information of media and materials for handicapped learner; source for parents; curriculum development; state level master plans; IEP; Master Catalog; 24x microfiche; computer search; data tapes; and newsletter Frankly Speaking.

ERIC CLEARINGHOUSE ON HANDICAPPED & GIFTED

The Council for Exceptional Children

1920 Association Drive, Reston, VA 22091 Call (800) 336-3728

Type of Services: Computer search

Coverage: Custom computer search of research, teaching methods, program descriptions, career education, curriculum guides, teacher education, or assessment; literature search; information specialists analyze requests and design and implement the search strategy; computer printout; published searches; abstracts; and catalogs.

Guide to assessment, prescriptive and related services for the handicapped in California (1977)

CALIFORNIA REGIONAL RESOURCE CENTER

600 South Commonwealth Ave., Suite 1304, Los Angeles 90005

Type of Services: A comprehensive directory for agencies and schools.

Coverage: Birth through 21 years; deaf, deaf-blind, blind, severely hard of hearing, language and speech, partially sighted, orthopedically handicapped, severe language handicapped, learning disabled, behavior disorders, educationally retarded, developmentally handicapped, trainable mentally disturbed, and multiply handicapped. No state hospitals or few public school programs listed.

Services Included: 1230 listings of agencies offering assessment and/or individualized program planning

services directly to children; residential centers and activity centers or sheltered workshops that provide related service for the handicapped; statewide and local services listed by counties; cross indexed alphabetically and by type of program; glossary of acronyms; annotated list of parent groups; and the Bibliography of Directories.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall, Sacramento, CA 95814

Type of Service: Information

Coverage: Other state directories specialized as to type of school or type of handicapped child served.

California State Plan for Rehabilitation Facilities

HEALTH AND WELFARE AGENCY, DEPARTMENT OF REHABILITATION
830 K Street Mall, Sacramento, CA 95814

Type of Service: Directory

COUNTY DIRECTORIES
County Health Department, Human Relations Department, Department of Social Welfare, or the Office of the County Superintendent of Schools

Type of Service: Information of county services

Coverage: Periodically updated directories with new, changed or dropped county programs; available recreation programs.

Special Note: Many of these directories are designed for public or private agencies for placement referrals.

Directory of approved counseling agencies
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
1607 Hew Hampshire Ave. N.W., Washington, DC 20009

Directory of federal programs for the handicapped
COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Dr., Reston, VA 22091

Directory of I and R centers, United Way of America directory
UNITED WAY OF AMERICA
801 North Fairfax St., Alexandria, VA 22314

PARENT ORGANIZATIONS

Parent organizations vary in the area served from national to the local school, in the types of handicapped children served from general handicapping to a specific handicap, and in the type of service from comprehensive programs (including newspapers, magazines, and educational programs) to a single service such as financial.

National Organizations

AMERICAN SCHIZOPHRENIC ASSOCIATION (A.S.A.)
2401 Le Conte Ave., Berkeley, CA 94109

Type of Service: Information, referral, and lectures
Coverage: Serves as a clearing house for information; members individually support related activities; there are four northern California chapters.

MUSCULAR DYSTROPHY ASSOCIATION
810 Seventh Ave., New York, N.Y. 10019

Type of Service: Orthopedic aids, physical therapy, respiratory equipment, occupational therapy, education, transportation, recreation, and clinic services.
Coverage: All types of muscular dystrophies and other non-infectious disorders of the neuromuscular unit; assessment, parent groups and counseling, referral, equipment loan, advocacy, inoculations; research and information material; and complete clinical services. Clinics throughout the U.S.A.

NATIONAL ASSOCIATION FOR THE VISUALLY HANDICAPPED
305 East 24th St., New York, NY 10010

Type of Service: Information and referral
Coverage: For parents of partially seeing children; information and referral service; many chapters provide monthly meetings with guest speakers.

AMERICAN COUNCIL OF THE BLIND
818 18th St. N.W., Suite 700, Washington, DC 20006

Note: There are more than 40 organizations for the blind and most national organizations have branches in each state or region.

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
5225 Grace St., Pittsburgh, PA 15236

Type of Service: Comprehensive for normal intelligent
learning disabled children

Coverage: Volunteer organization of parents and
professionals; literature distribution
center; films to be purchased or rented;
bi-monthly newsletter ACLDnewsbriefs;
research update; catalogue; conferences;
chapter meetings with speakers and infor-
mation; scholarships for teacher-training;
information regarding schools, clinics,
and specialists; and advocacy for special
education and other special services for
the learning disabled. State and local
associations and chapters.

Special Note: The California Association for Neurologic-
ally Handicapped Children (CANHC) is one
of the largest State branches with its
own newsletter CANHC-GRAM and over 32
chapters.

NATIONAL ASSOCIATION FOR RETARDED CITIZENS
2709 Avenue E East, Arlington, TX 76011

Type of Service: Parent groups, information, education,
research, and programs

Coverage: Parent self-help group discussions and
volunteer service; fund raising for
research and programs; assistance with
public information and education programs;
and direct service to handicapped children
by local chapters throughout the states.

NATIONAL ASSOCIATION OF THE PHYSICALLY HANDICAPPED
76 Elm Street, London, OH 43140

Type of Service: Parent groups, information and coordination

Coverage: Coordinates the needs of the physically
handicapped in the community, meets monthly,
and publishes a newsletter.

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
2023 Ogden Avenue, Chicago, IL 60612

Special Note: See National Services

NATIONAL SOCIETY FOR AUTISTIC CHILDREN
169 Tampa Avenue, Albany, NY 12208

Type of Service: Information, support, conferences and advocacy

Coverage: Parents of autistic children and professionals; informational meetings; support programs; conferences and legislation for all developmental disabilities; State and local branches.

NATIONAL ASSOCIATION FOR MENTAL HEALTH
1800 North Kent Street, Arlington, VA 22209

Type of Service: Information, publications, hospital programs, rehabilitation, social action, advocacy, research, and guides.

Coverage: National, State, and community; all ages; information services on mental or emotional disorders and on local resources for help; community mental health centers; services for mentally ill children; and aftercare and rehabilitation services.

EPILEPSY FOUNDATION OF AMERICA
1828 L Street N.W., Washington, DC 20036

Type of Service Parent groups and information

Coverage: Meeting with professionals for information, education, and self-help; volunteers serve on various committees and groups give lectures and talks on the subject of epilepsy; public education; State and local branches.

EXCEPTIONAL PARENTS FOR EXCEPTIONAL CHILDREN (EX-PAR-EX)
9841 Calvin Ave., Northridge 91324

Types of Service: Liaison between parent and agency, research, and advocacy.

Coverage: Parents of children with special needs; acts as a liaison between parents and government agency to speed the process of administrative procedures to ensure maximum consideration of the parent's need for and right to financial assistance; reviews studies relative to the quality and availability of special education and is an advocate for special education legislation. 10 chapters listed.

UNITED CEREBRAL PALSY ASSOCIATIONS
66 East 34th St., New York, NY 10016

Types of Service: Support programs, information, referral, comprehensive

Coverage: Individual support program; needed services to assist cerebral palsy and their families; films, literature, general public information; national research program; and State and local chapters.

NATIONAL ASSOCIATION OF HEARING AND SPEECH AGENCIES
814 Thayer ave., Silver Spring, MD 20910

Type of service: Publishes professional journals and provides information pamphlets.

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF
3417 Volta Place N.W., Washington, DC 20007

Type of service: Publishes professional journals and provides informational pamphlets;
The Volta Review.

THE NATIONAL FOUNDATION-MARCH OF DIMES
Box 2000, White Plains, NY 10602

Type of service: State and local branches; publications and audiovisuals; education of causes and prevention of birth defects; speakers; human genetics; and parent groups.

SPECIAL OLYMPICS
1701 K St., N.W., Suite 203, Washington, DC 20006

Type of service: Local, regional, State, and national olympic competition and games for the retarded.

NATIONAL WHEELCHAIR ATHLETIC ASSOCIATION
20-64 62d St., Woodside, NY 11377

Type of service: Athletic events for people in wheelchairs; local, regional, State, and national.

NATIONAL THERAPEUTIC RECREATION SOCIETY
1601 North Kent Street, Arlington, VA 22209

Type of service: Information, directories, programs; Check local recreation programs for services, all ages

Special Note: National Recreation and Park Association same address

Area Organizations

BAY AREA COUNCIL FOR THE HANDICAPPED (B.A.C.H.)
P.O. Box 1115, Saratoga, CA 95070

Type of Service: Advocacy, information, and referral

Coverage: Information and referral for parents;
support for improved and new legislation;
public and self-education programs; and
advocacy for handicapped persons.
San Francisco Bay Area.

THE CRIPPLED CHILDREN'S SOCIETY OF SANTA CLARA COUNTY
2851 Park Ave., Santa Clara, CA 95050

Type of Service: Workshops, parent library, lectures,
camping, education, diagnostic and
therapy services.

Coverage: Speech, learning disabilities, audiology
service, psychological testing, equipment
loans; adults and children; camping.

ATYPICAL INFANT MOTIVATION PROGRAM
751 South Bascom Ave., San Jose, CA 95128

Type of Service: Early intervention program for infants
and young children of pre-school age
with significant developmental disabilities.

Coverage: Language development, cognitive development,
neuromuscular, sensory-motor learning,
decision making, emotional growth, self-
help skills, and social interaction;
consultants; supportive services; a
teaching-training program of the Institute
for Medical Research.

HOPE REHABILITATION SERVICES
1539 Parkmoor Ave., San Jose, CA

Type of Service: Comprehensive rehabilitation services,
support services for parents, pre and
vocational programs and placement.

Coverage: Mental and physical disabilities; infant
to adult programs; vocational, social,
and personal adjustment services; shel-
tered work environment; follow-up and
supportive services; speakers; assess-
ment; and daily living skills.

VARIETY AUDIO INC.
P.O. Box 5731, San Jose, CA 95150

Type of Service: Cassette program for individuals, hospitals, convalescent homes, and special education classes.

Coverage: Circulates cassettes, obtained directly from Variety Audio, volunteer, non-profit, for blind and those prevented from reading for inability to hold a book; a talking-book program.

Local Organizations

Check with the following:

LOCAL SCHOOL
COUNTY AGENCIES
STATE ORGANIZATIONS
NATIONAL ORGANIZATIONS

BIBLIOGRAPHIES FOR PARENTS

Reader's Guides

Moore, C. & Morton, K. A reader's guide for parents of children with mental, physical, or emotional disabilities. U.S. Department of HEW, Public Health Service, Bureau of Community Health Services, Rockville, Maryland 20857, 1976.

Close to 600 entries are listed in the following manner: Part I is relevant to all handicaps and grouped under basic reading, teaching, training, and playing; books by and for parents, particular issues, problems, and solutions. Part II contains books on particular disabilities. Part III has books for children about children with handicaps. Part IV contains further sources of information, organizations, agencies, directories, and a listing of popular journals on the various disabilities. This is one of the most comprehensive bibliographies available.

Another comprehensive source available, but not in book form is: California Regional Resource Center, 600 S. Commonwealth, Suite 1304, Los Angeles, CA 90005. The center will send free of charge bibliographies for subjects pertaining to handicapped children such as: mainstreaming, parental involvement in the education of special children, and IEP and the interdisciplinary team.

Bibliography for Parents

The following book list is from Working with parents of handicapped children, published by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091: 1976.

General Information and Activities

Adler, M. A parent's manual: Answers to questions on child development and child rearing. Springfield, IL: Charles Thomas, 1971. (\$5.75)

Chess, S., Thomas, A., & Birch, H. G. Your child is a person. New York: Parallax Publishing Co., 1973. (\$.75)

Cole, A., Haas, C. & others. I saw a purple cow and 100 other recipes for fun: Learning activities for children ages 3-11. Northfield, IL: PAR Project (464 Central Street), 1972. Also: Backyard vacation: Creative ideas for family fun. each (\$2.00)

Dodson, F. How to parent. Bergenfield, N.J.: New American Library, Inc., 1970. (\$1.50)

Ginott, H. Between parent and child. Riverside, N.J.: Macmillan Co., 1965. (\$5.95)

- Gordon, I. Baby learning through baby play: A parent's guide for the first two years. New York: St. Martin's Press, 1970. (\$5.95)
Also: Child learning through child play: Learning activities for two and three-year-olds. (\$6.95)
- Narramore, B. Help! I'm a parent. Grand Rapids, Mich.: Zondervan Publishing House, 1972. (\$4.95)
- Noble, J. Games children plan and learn from. Dubuque, IA: Kendall/Hunt Publishing Co., 1973. (\$4.50)
- Southwest Educational Development Laboratory. How to fill your toy shelves without emptying your pocketbook: 70 inexpensive things to do or make. Reston, VA: The Council for Exceptional Children, 1976.

Personal Narratives

- Abraham, W. Barbara, a prologue. New York, NY: Rinehart Co., 1958. Parental feelings of a mongoloid daughter.
- Angus, J. Watch my words: An open letter to parents of young deaf children. Cincinnati, OH: forward Movement Publication (412 Sycamore Street), 1974. (205 pp., \$.75)
- Axline, V. Dibs in search of self. New York, NY: Ballantine Books, 1964. (220 pp., \$1.75)
It is about an emotionally disturbed child.
- Breisky, W. I think I can. Garden City, NY: Doubleday & Co., 1974. (232 pp., \$1.75)
It is about a child who suffered a brain injury at age 2 years.
- Brown, C. The story of Christy Brown. New York, NY: Pocket Books, Simon & Schuster, 1971. (143 pp., \$.95)
A story of a severely involved cerebral palsied person.
- Buck, P. The child who never grew. New York, NY: John Day, 1950.
The story of a mentally retarded child adopted by Pearl Buck.
- Carlson, E. Born that way. New York, NY: John Day, 1968. (\$4.95)
This is an autobiography of a physician who was born with CP.
- Greenfield, J. A child called Noah. New York, NY: Holt, Rinehart & Winston, 1972. (193 pp., \$5.00) (autistic preschool child)
- Hathaway, K. The little locksmith. New York, NY: Curtis Books, Inc., 1972. (\$.95) (autobiography, spinal infection)
- Jones, B., & Hart, J. Where's Hannah? New York, NY: Hart Publishing Co., 1968. (241 pp., \$8.95) (psychological and instructional for helping the brain injured child)

- Kaufman, B. Son-rise. New York: Warner Communication Com., 1977. (221 pp., \$1.95) (autistic son)
- Killilea, M. Karen. Englewood Cliffs, NJ: Prentice Hall, 1952. (\$5.95) (treatment and acceptance of a CP daughter)
- Strauss, S. Is it well with the child? Garden City, NY: Doubleday & Co., 1975. (152 pp., \$7.95) (mentally retarded, autistic)
- Ulrich, S. & Wolf, A. Elizabeth. Ann Arbor, Mich.: University of Michigan Press. (122 pp., \$5.00) (blind child)
- Viscardi, H. A man's stature. New York: Eriksson, 1972. (\$5.95) This is a biography of a legless man who became founder of Abilities.
- West, P. Words for a deaf daughter. New York: Signet Books, 1973. (192 pp., \$1.25)

For more non-technical books that provide practical information related to young handicapped children, contact parent organizations and professional agencies. Your child's doctor may have suggestions for informative books pertaining to your needs.

Comprehensive source of information

- Goldenson, R. Disability and rehabilitation handbook. New York: McGraw-Hill Book Company, 1978. (846 pp., \$24.50)
- Comprehensive; information on a multitude of chronic physical and mental conditions; factual information on every major disabling disorder with rehabilitation processes of physical, psychological, social, and vocational; illustrative cases; and extensive compilation of statistics, names and addresses of organizations, agencies, periodicals, and directories; experts in each field contributing; for professionals, agencies and organizations, students, concerned public, and the disabled and their families.

References Pertaining to Federal and State Laws

- Abeson, A. & Zettel, J. The end of the quiet revolution: the education for all handicapped children act of 1975. Exceptional Children, 1977, 44, 114-128.
- Ballard, J. & Zettel, J. Public Law 94-142 and Section 504: What they say about rights and protections. Exceptional Children, 1977, 44, 177-185.
- Barbacovi, D. Education for All Handicapped Children Act PL 94-142. AASA, 1976.
- Cain, L. Parent groups: Their role in a better life for the handicapped. Exceptional Children, 1976, 42, 432-438.

California Legislature, Assembly Bill No. 1250, Lanterman,
Special Education: California Master Plan, Oct. 1, 1977.

California Regional Resource Center, Children's Rights. Parents'
CLRC Communicator, Los Angeles, CA: May 1977, 4.

California Regional Resource Center. Guide to assessment, prescriptive and related services for the handicapped in California. Los Angeles, CA: 1977, 1 & 2.

Children's Defense Fund. How to look at your state's plans for educating handicapped children. Washington, DC: Fall, 1975. Also: Your rights under the Education for All Handicapped Children Act PL 94-142. March 1976. Your school records: Questions & answers about a new set of rights for parents and students. September, 1976.

Health, Education, and Welfare, U.S. Department of, Office of Education. Implementation of part B of the education of the handicapped act. Federal Register, Aug. 1977, 42, 163, (Pt. 2).

Health, Education, and Welfare, U.S. Department of, Office of Education. Bureau of Education for the Handicapped. The new education law: What does it mean? Closer Look, undated. Also: You have new rights - use them! Closer Look, Fall, 1977. (Note: now a publication of The Parents' Campaign for Handicapped Children and Youth).

Health, Education, and Welfare, U.S. Department of, Regulations prohibiting discrimination against handicapped Americans. April 1977.

Public Law 94-142. Education for All Handicapped Children Act. Nov. 1975.

Public Law 93-112. Vocational Rehabilitation Act of 1973, Section 504. July 1973.

Copies of federal laws may be obtained from federal legislators, state laws from state legislators.

Health, Education, and Welfare, U.S. Department of. Your rights as a disabled person. Washington, DC 20201: U.S. Government Printing Office, 1978. Covers: Is your disability covered?; your right to employment, to healthcare, to social and rehabilitation services, to education, other rights, what you can do with agencies and addresses, and information about new programs.

GLOSSARY OF TERMS

Federal

PL Public Law
 PL 89-313 Title I
 PL 91-230 The Education of the Handicapped Act
 PL 93-112 Rehabilitation Act of 1973 (Section
 504 is also part of this act)
 PL 93-380 The Education Amendments of 1974
 PL 94-142 Education for All Handicapped Children
 Act of 1975
 Family Privacy Act
 Physical Therapy Practice Act

EHA Education of the Handicapped Act
ESEA Elementary and Secondary Education Act
FAPE Free and Appropriate Public Education
IEP Individualized Education Program
IPP Individual Program Plan
LRA Least Restrictive Alternative
LRE Least Restrictive Environment
LEA Local Education Agency
SAPP State Annual Program Plan (formerly called State Plan)
SEA State Education Agency

California

AB 1250 Master Plan for Special Education
AB 65 School Improvement Law
 SSC School Site Council
 SIP School Improvement Program Plan
BEH Bureau of Education for the Handicapped
OSE Office of Special Education
DASIE Define, Assess, Specify, Instruct, and Evaluate
LD Learning Disability
DCH Development Centers for the Handicapped
CAC Community Advisory Committee (also, Community Advisory Council)

DIS Designated Instruction and Services

EAS Educational Assessment Service

PS Program Specialist: Coordinates, consults, and develops programs; provides services in screening, referrals, admission and placement of individuals; conducts EAS meeting.

RS Resource Specialist: Special education coordinator for local school.

SESR Special Education Service Region (replaced RLA and RLAU)

APH Severe Language Handicapped including Aphasic

LAS Language and Speech

ORT Orthopedically Handicapped

OHI Other Health Impaired

SOL Severe Oral Language

EH Educationally Handicapped

Organizations

AAESPH American Association for Education of the Severely and Profoundly Handicapped

CAPSES California Association of Private Special Education Schools

CAR California Association for the Retarded

CEC Council for Exceptional Children

CRRC California Regional Resource Center

ESS Easter Seal Society